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ABSTRACT

In its first year under Title VII funding, Project BRIDGES (Bilingual Resource Instruction for the Development of Gainful Employment Skills) provided instructional and support services to 346 limited-English-speaking students in three Brooklyn (New York) high schools (South Shore, Sheepshead Bay, Franklin D. Roosevelt). The project's aim was to develop the academic and vocational skills of recent immigrants who had previously failed two or more classes, while simultaneously improving their English language ability. Students received instruction in English as a second language (ESL), native language arts (where available), and mathematics, science, and social studies taught in a bilingual or ESL format and attended mainstream classes in other subjects. The noninstructional component included: guidance and counseling services, career education, tutoring, and extracurricular activities; curriculum and materials development; staff training; and activities to improve parent involvement. Analysis of student achievement data indicates that program objectives were met or surpassed in English, native language course passing rates, and computer skills and vocational course basic passing rates. Mixed results were obtained in content area course passing rates, attendance, and dropout rates. Recommendations for program improvement are given. (Author/MSE)

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O.E.A. Evaluation Section Report

Robert Tobias, Administrator of Evaluation
Judith S. Torres, Senior Manager

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PROJECT BRIDGES

1986 - 1987

Prepared by the O.E.A.
Bilingual Education
Evaluation Unit

Jose J. Villegas,
Unit Manager

Margaret H. Scorza,
Principal Investigator

New York City Public Schools
Office of Educational Assessment
Richard Guttenberg, Director

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A SUMMARY OF THE REPORT

Project BRIDGES was an E.S.E.A. Title VII-funded program of instructional and support services. In its first year of a three-year funding cycle, the project served 346 students of limited English proficiency (LEP) at three Brooklyn high schools: South Shore, Sheepshead Bay, and Franklin D. Roosevelt (F.D.R.).

The project's aim was to develop the academic and vocational skills of newly arrived LEP students who had previously failed two or more classes, while simultaneously improving their English language ability. Project students received instruction in: English as a second language (E.S.L.); native language arts (N.L.A.), where available; and mathematics, science, and social studies taught in a bilingual or E.S.L. format. Students also were enrolled in mainstream classes in art, music, physical education, and business and vocational subjects.

The project's non-instructional component included: an extensive system of support services, including guidance and counseling, career education, tutoring, and extracurricular activities; the development of new curricula and materials; a staff training program consisting of weekly visits by the project director, monthly staff meetings at the central office, and participation in conferences, workshops, and university courses; and efforts to involve more parents in their children's education through participation in school- and project-sponsored events. Generally there were staff members available to speak the students' native languages. However, if none were available, peers from mainstream classes were called upon to translate. This arrangement was used especially at South Shore, which had Chinese-speaking LEP students and no Chinese-speaking staff. In the area of career education, the resource teacher at South Shore organized a guest-speaker program.

Project objectives were assessed in English language development (Criterion Referenced English Syntax Test [CREST]); mastery of the native language, mathematics, science, social studies, and business and vocational subjects (teacher-made tests); and attendance and dropout rates (school and project records). Quantitative analysis of student achievement data indicates that:

- BRIDGES students mastered an average of one CREST skill per month of instruction, thereby meeting the program objective.

- Eighty percent of the BRIDGES students enrolled in N.L.A. classes passed the course, thereby surpassing the objective proposed in this area by 10 percentage points.

- Overall, the objective that 70 percent of program students would pass their content-area courses was met in social studies, but not in math or science. The 70 percent criterion was met in math and social studies at South Shore, and in science and social studies at Sheepshead Bay. At F.D.R., the criterion was not met in any content area.

- The objective that program students would achieve gains in math that are significantly higher than expected could not be assessed because the necessary data were not provided.

- The objective that BRIDGES students would achieve higher passing rates than mainstream students in computer-skills and vocational courses was met at South Shore but not at Sheepshead Bay. The objective could not be assessed at F.D.R. because mainstream students' passing rates were unavailable.

- The 159 BRIDGES students enrolled in computer skills and vocational courses met the objective of a 70 percent passing rate.

- The objective that BRIDGES students would achieve significantly higher attendance rates than mainstream students was met at Sheepshead Bay and at South Shore, but not at F.D.R.

- Although no project students dropped out, the objective that project students would achieve significantly lower dropout rates than mainstream students was met at F.D.R. and South Shore, but not at Sheepshead Bay which had a two percent dropout rate.

During its first year of operation BRIDGES made satisfactory progress toward achieving its objectives. The following recommendations are offered to improve the project as it enters its second year:

- The Chinese-speaking coordinator from F.D.R. could help South Shore by providing guidance and/or counseling services for Chinese students on a small-group basis.

- Since project students at F.D.R. did not meet the performance objective in any of the content areas, the project director might consider meeting with faculty and project staff to explore the reasons for low achievement at this site and to develop a strategy to raise achievement levels.

- F.D.R. and James Madison, in addition to South Shore,

should have career-oriented guest speakers. In this regard, the central staff might consider scheduling guest speakers to visit two or three sites.

- Curricula and materials developed at each site should be shared with the other two sites, particularly curricula for subjects taught with an E.S.L. approach.

- Objectives for dropout and attendance rates should be reworded, so that expectations for program students are that they have equal or better rates than mainstream students.

ACKNOWLEDGEMENTS

The production of this report, as of all Office of Educational Assessment Bilingual Education Evaluation Unit reports, is the result of a cooperative effort of regular staff and consultants. In addition to those whose names appear on the cover, Arthur Lopatin has edited the manuscripts. Shelley Fischer and Martin Kohli have spent many hours, creating, correcting, and maintaining data files. Maria Grazia Asselle, Rosalyn Alvarez, Donna Plotkin, and Milton Vickerman have interpreted student achievement and integrated their findings into reports. Finally, Betty Morales has worked intensively to produce, duplicate, and disseminate the completed documents. Without their able and faithful participation, the unit could not have handled such a large volume of work and still have produced quality evaluation reports.

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PROJECT BRIDGES

(Bilingual Resource Instruction for the
Development of Gainful Employment Skills)

Year of Operation:	1986-1987, First year of three-year funding cycle
Participating Schools:	South Shore High School 6565 Flatlands Avenue Brooklyn, New York 11236 Sheepshead Bay High School 3000 Avenue X Brooklyn, New York 11235 Franklin D. Roosevelt High School 5800 20th Avenue Brooklyn, New York 11204
Number of Students Served:	346, Spring Semester
Project Director:	Alberto Bursztyn

I. PROJECT DESCRIPTION

OVERVIEW

Funded under Title VII of the Elementary and Secondary Education Act (E.S.E.A.), Project BRIDGES provided instructional and support services to 346 students of limited English proficiency (LEP) attending three Brooklyn high schools: South Shore, Sheepshead Bay, and Franklin D. Roosevelt (F.D.R.). The project completed the first year of a three-year funding cycle in June 1987.

The project sought to improve the English language ability of newly arrived students from over two dozen Caribbean, Central and South American, Asian, and Middle Eastern countries and to develop their academic and vocational skills. Students received instruction in: English as a second language (E.S.L.); native language arts (N.L.A.), where available; and mathematics,

science, and social studies taught in a bilingual or an E.S.L format. Project students also were enrolled in mainstream courses in computer science, art, music, physical education, and business and vocational subjects. Supportive services (including guidance, counseling, and tutoring), curriculum development, staff training, and parental involvement activities supplemented classroom instruction.

The participating schools, located in Brooklyn neighborhoods with growing numbers of new immigrants, are experiencing a marked growth in their LEP enrollments. South Shore High School, the project's central site, is a modern structure built in 1970 in Canarsie. Of the 3,125 students enrolled in 1986-87, 125 scored below the twenty-first percentile on the English version of the Language Assessment Battery (LAB) examination, and therefore were classified as LEP. (A breakdown by native language of these 125 students was not available.)

Sheepshead Bay High School, located in a neighborhood of the same name, opened its doors in 1959. Of the 2,662 students enrolled in 1986-87, 206 had LEP status. The native languages of these students were: Chinese (79), Haitian Creole (63), Spanish (19), Korean (12), Vietnamese (8), and other European and Asian languages (25).

Like South Shore, F.D.R., built in 1965, is a modern structure. Located in the Bensonhurst section, the school had the largest LEP population of the three BRIDGES sites: 376 students of an enrollment of 3,040. The native languages of

F.D.R.'s LEP students were: Chinese (143), Spanish (93), French/Haitian Creole (32), Russian (11), Italian (4), and other European and Asian languages (93).

All three schools had strong records of service to non-English-speaking students. South Shore's history includes several Title VII-funded projects -- BLAST (1978-80), VIBES (1980-83), the Comprehensive Russian Instructional Program (1982-84), and JOBS (1983-86). In addition to Project BRIDGES, the school hosted two other Title VII programs during the 1986-87 academic year: the Computer Focused Russian Bilingual Instructional Program (1985-88), for newly arrived Russian-speaking students; and Project BEAMS (1986-87), for LEP students with superior academic skills. South Shore also had a tax-levy bilingual program for Haitian students.

Like South Shore, Sheepshead Bay operated a tax-levy bilingual program for Haitian students. It also participated in a Title VII program for Chinese-speaking students, Project PROBE (1984-87). LEP students from other language backgrounds were provided content-area courses taught with an E.S.L. approach.

F.D.R. had a seven-year-old bilingual program for Spanish-speaking students. The school provided LEP students from other language backgrounds content-area courses taught with an E.S.L. approach. Like South Shore, F.D.R. also participated in Project BEAMS.

The classroom teachers and paraprofessionals who provided instructional services to BRIDGES students were funded from

municipal sources, while state funds supported various special services.

IMPLEMENTATION

BRIDGES' funding began on October 1, 1986. Since the project's request to the U.S. Department of Education's Office of Bilingual Education and Minority Languages Affairs (OBEMLA) for a waiver of the six-month staff training objectives was not approved, its first-semester activities were limited to the implementation of these requirements. By the end of the fall semester, they were implemented successfully as follows:

OBJECTIVE 1: By January 1987 Project BRIDGES will have hired competent and qualified staff to carry out its objectives.

BRIDGES was staffed by a project director, who also headed BEAMS, another Title VII project at the same central site; site coordinators at F.D.R.* and Sheepshead Bay; and a resource teacher/curriculum specialist, a paraprofessional, and a secretary -- all at South Shore.

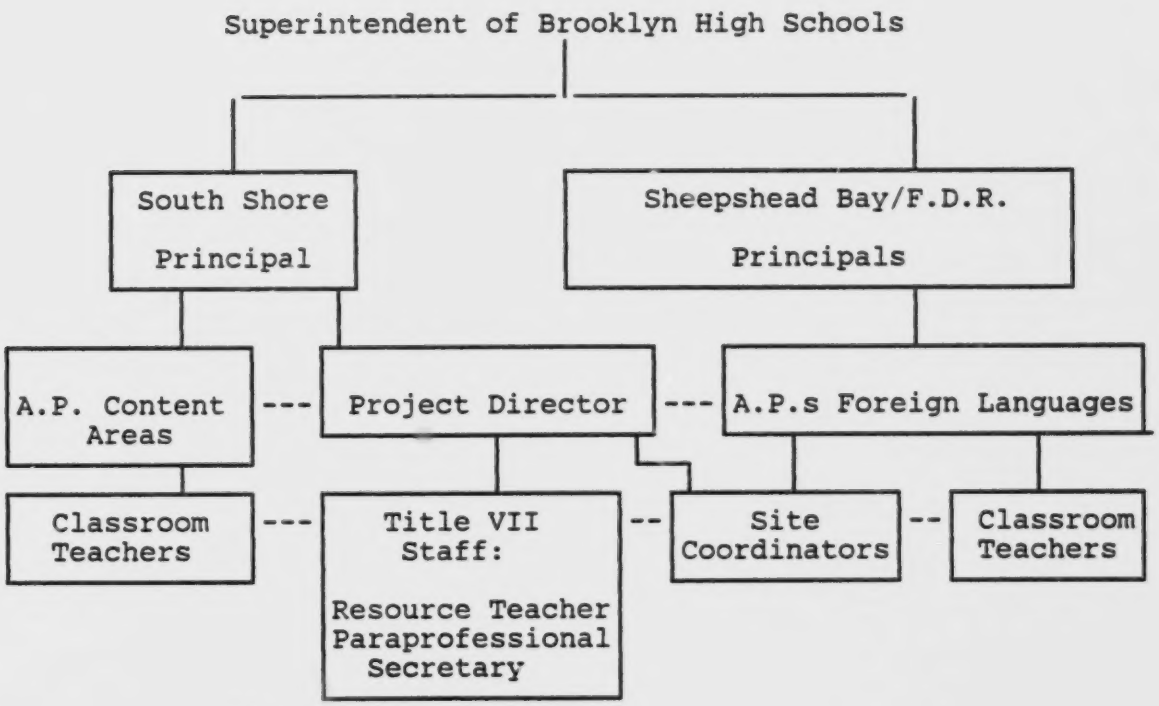
Project BRIDGES operated under Brooklyn's Superintendent of High Schools (see Figure 1). In her capacity as the superintendent's representative, the principal of South Shore High School supervised BRIDGES' project director. In turn, the project director supervised project staff located at South Shore, while the site coordinators at Sheepshead Bay and F.D.R. were jointly

*Although this position was not filled until February 1987, its responsibilities were fulfilled by one of the two Project BEAMS coordinators located at this school.

supervised by the project director and the assistant principals (A.P.s) for foreign languages at each schools. Neither coordinator reported conflict between departmental obligations and Title VII responsibilities. In fact, both said that their schools had been extremely supportive.

FIGURE 1

Organization of Project BRIDGES



All staff members, with the exception of the site coordinator at Sheepshead Bay, who taught one E.S.L. course, were assigned to the project full time, and all were fluent in English and one

of the languages spoken by BRIDGES students. Staff members at Sheepshead Bay and F.D.R. were in contact with the project director on a weekly basis.

The project director's duties included designing and implementing program activities; hiring and supervising project personnel; directing curriculum development and staff development activities; and maintaining communication with Board of Education offices and state and federal agencies. The project director also served as school psychologist. In that capacity, he provided staff training, educational consultation, and student assessment services.

The project director held a master's degree and an advanced certificate in educational administration, and he had four years' experience as the coordinator of E.S.L./bilingual instruction at South Shore High School. His New York City licenses included: teacher of biology and general science, teacher of biology (bilingual), and bilingual school psychologist. He also was certified by New York State as a school district administrator and as a school psychologist. His linguistic abilities included Spanish and Hebrew as well as English.

The site coordinators administered project activities at participating schools under the supervision of the project director, provided support services to tax-levy classroom teachers at each site, and served as the main advisors and counselors for project students. The site coordinator at Sheepshead Bay held a master's degree, was an experienced E.S.L. teacher, and was

licensed in Spanish. Her linguistic abilities included French and Spanish. The site coordinator at F.D.R. had a master's degree in computer science, and had worked in a high school bilingual program in Queens. He also was a native speaker of Mandarin.

The resource teacher/curriculum specialist helped classroom teachers plan lessons, develop material for student use, organize career-oriented activities, and provide individual and small-group tutoring in all subject areas. He spoke French and Haitian Creole, and was licensed in English.

The paraprofessional worked with the Title VII staff on project-related activities. Since she spoke French, Haitian Creole, Spanish, and Russian, she also served as a translator for students and their parents.

All BRIDGES staff members had been part of their school's faculty prior to the project; consequently, they were familiar with the schools' administrators, with whom they maintained excellent relations.

All classroom teachers had the appropriate New York City license and New York State certification. At South Shore, E.S.L. and bilingual content-area teachers were members of the bilingual/E.S.L. department, while teachers of the content areas via an E.S.L. approach reported to their respective department chairpersons. At Sheepshead Bay, E.S.L. and bilingual content-area teachers were members of the foreign language department, while teachers of the content areas via an E.S.L. approach were members of their respective subject-area departments. E.S.L.

teachers at F.D.R. were members of the foreign language department, while both bilingual content-area teachers and content-area teachers using an E.S.L. approach were members of content-area departments. (A listing of the characteristics of the staff and teachers who served BRIDGES students is included as Appendix A.)

OBJECTIVE 2: By January 1987, Project BRIDGES will have conducted training activities for all personnel involved in the education of the target population.

OBJECTIVE 3: By January 1987, staff training activities at all participating sites will make school staff aware of the project's objectives and intervention strategies. Full faculty participation will be sought.

All staff members reported having participated in two general orientation sessions for project personnel, monthly meetings at each site between the BRIDGES staff and members of the foreign languages department, and monthly conferences with each school's principal.

At F.D.R., the BRIDGES staff and the A.P. for foreign languages also met with the project director on a weekly basis to discuss project planning and implementation. The A.P., in turn, introduced BRIDGES to the foreign languages faculty at two departmental meetings.

BRIDGES staff members also attended several workshops sponsored by the project or by outside agencies. These included: training by the project director in educational methods and counseling strategies; three workshops on E.S.L. teaching techniques, mastery learning, and bilingual instruction, offered

by the E.S.L./Bilingual Unit of the Division of High Schools; and a conference on bilingual program administrative issues, sponsored by the New York Multifunctional Resource Center at Teachers College.

OBJECTIVE 4: By January 1987, project staff will be assigned working space and material resources at each participating site.

At all three sites, the project had ample space for administrative, counseling, and tutoring activities. At South Shore and F.D.R., BEAMS and BRIDGES shared an office, giving students access to staff members from both programs. Academic and career counseling at South Shore took place in an outer office while the project director's private office was used for personal counseling.

The project offices at Sheepshead Bay and F.D.R. were located in former classrooms, and had room for desks and supplies, as well as an area set aside for counseling and tutoring students. Because the office at F.D.R. was located next to the foreign languages department, it had easy access to curricular materials, student records, and a telephone.

The offices at all sites had an "open-door" policy, and a member of the evaluation team observed many students visiting staff members throughout the school day for tutoring and counseling, or just to say hello.

OBJECTIVE 5: By January 1987, target students will have been identified and programmed for participation for the following term.

Although the project originally had targeted Spanish-, Chinese-, Korean-, and French/Haitian Creole-speaking LEP students, in practice any LEP student who had a poor academic record, was overage for her/his grade level, or appeared to be at risk of dropping out was admitted to the project. According to the project director, BRIDGES served LEP students who had failed two or more classes. After reviewing the records of each school's LEP students, 346 were selected to participate in the project, starting in the spring semester: 94 at South Shore, 112 at Sheepshead Bay, and 140 at F.D.R. (For detailed information on the students served at each site, refer to Chapter II.)

BRIDGES students were programmed for classes in: E.S.L.; N.L.A., if available at their school; and mathematics, science, and social studies taught bilingually or with an E.S.L. approach. In addition, students were enrolled in mainstream classes in business and vocational subjects, computer science, art, music, and/or physical education. (Appendix B presents a sample of the courses taken by project students at each site.)

II. STUDENT CHARACTERISTICS

The program served a total of 346 students during the spring. All of the students were enrolled for the entire semester and 19 percent had participated in a previous bilingual program.

The majority of the BRIDGES students were recent immigrants with most having been in this country under two years. Consequently, they had to adjust to a new culture, as well as learn English. (Table 1 presents the distribution of BRIDGES students by country of birth.) The largest group came from Haiti (36 percent), while the remainder came from more than 33 countries.

According to the resource teacher at South Shore, while the Haitian students could speak French, they had difficulty reading and writing it. Many were academically deficient, particularly in mathematics, and many were reported to have been unable to pass the math Regents Competency Test (R.C.T.). To complicate matters, most were reported to have domestic problems. The resource teacher described the Israeli students as "unsettled," since many travelled between this country and Israel during the school year. Nevertheless, their academic skills were good, and most were able to enter mainstream classes after two years of E.S.L. According to the resource teacher, although the abilities of Asian students varied, most had a hard time during their first semester but made rapid progress thereafter.

The coordinator at Sheepshead Bay described the English ability of the LEP students at her site as "mixed." She noted

that although most Haitian students spoke to each other in Haitian Creole, when questioned they claimed French as their native language. She added that students who had little or no schooling in Haiti could speak only Haitian Creole.

Most of the Chinese students at F.D.R. were from Canton province. Sixty percent were from Taishan, a coastal county of Canton, and spoke that county's distinctive dialect. The remainder spoke standard Cantonese. According to the site coordinator, many Chinese students were overage for their grade placement, and most lived with their families and held part-time jobs. The site coordinator also noted that Hispanic students from the Caribbean were not as academically well prepared as those from South America.

Overall, BRIDGES students were evenly divided by sex; female students outnumbered males only in grade ten (53 percent to 47 percent).

Table 2 presents BRIDGES students by age and grade. Thirty-one percent were in the ninth grade; 47 percent were in the tenth grade; 16 percent were in the eleventh grade; and 6 percent were in the twelfth grade. (The F.D.R. site had no eleventh or twelfth graders.) Fifty-one percent of the students were overage for their grade placement. The percentage of overage students ranged from 28 percent at Sheepshead Bay to 63 percent at South Shore.

Table 3 presents the project students' years of education by grade. Overall, students averaged 7.6 years of schooling in their native countries, ranging from 7.1 years for ninth graders

TABLE 1

Number and Percent of Program Students by Country of Birth

Region	Country of Birth	Number	Percent
Caribbean	Haiti	123	35.8
	Dominican Republic	7	2.0
	Puerto Rico	6	1.7
	Cuba	1	*
Asia	People's Republic of China	33	9.6
	Hong Kong	20	5.8
	Vietnam	19	5.5
	Korea	18	5.2
	Cambodia	8	2.3
	Thailand	4	1.2
	Turkey	4	1.2
	India	1	*
	Taiwan	1	*
	Other Asian	6	1.7
Middle East	Israel	26	7.6
	Egypt	2	*
	Syria	1	*
	Yemen	1	*
Central & South America	Colombia	6	1.7
	Ecuador	6	1.7
	Mexico	6	1.7
	Panama	4	1.2
	Peru	4	1.2
	El Salvador	3	*
	Honduras	3	*
	Nicaragua	3	*
	Chile	2	*
	Guatemala	2	*
	Argentina	1	*
	Chile	1	*
	Other	5	1.5
Europe	U.S.S.R.	6	1.7
	Poland	4	1.2
	Yugoslavia	2	*
	Italy	1	*
North America	United States	4	1.2
TOTAL		344**	100.0

*Less than one percent.
**Data were missing for two program students.

- Thirty-six percent of the program students were born in Haiti.

to 8.7 years for twelfth graders. The students' years of education in the United States reflected a newly arrived population: the mean was 2.3 and the range was from 1.9 years for ninth graders to 3.0 years for twelfth graders.

TABLE 2

Number of Project Students by Age* and Grade

Age	Grade 9	Grade 10	Grade 11	Grade 12	Total
14	19	1	0	0	20
15	39	17	1	0	57
16	24	61	5	0	90
17	14	44	15	3	76
18	7	18	17	7	49
19	2	16	12	6	36
20	1	3	3	5	12
21	0	0	1	1	2
TOTAL	106	160	54	22	342**

Overage Students	Program-Wide				
Number	48	81	33	12	174
Percent	45.3	50.6	61.1	54.5	50.9

Overage Students	South Shore High School				
Number	12	20	21	6	59
Percent	60.0	54.1	80.8	54.5	62.8

Overage Students	Sheepshead Bay High School				
Number	4	12	9	6	31
Percent	12.5	29.3	32.1	54.5	27.7

Overage Students	F.D.R. High School				
Number	32	49			81
Percent	59.3	59.8			59.6

Note: Numbers in bold area reflect expected age range for grade.

*Age on June 30, 1987.
**Data were missing for four students.

- Fifty-one percent of the students were overage for their grade placement.
- South Shore had the highest percentage of overage students, 63 percent.

TABLE 3

Students' Years of Education by Grade

	Total Years of Education							Years Education Native Country		Years Education United States	
Grade	<8	9	10	11	12	>12	Total	Mean	S.D.	Mean	S.D.
9	33	50	14	4	3	1	105	7.1	1.5	1.9	1.4
10	6	48	76	20	5	2	157	7.5	1.4	2.4	1.3
11	0	0	20	32	2	0	54	8.3	1.1	2.4	1.3
12	0	0	0	9	12	1	22	8.7	1.1	3.0	1.1
TOTAL	39	98	110	65	22	4	338*	7.6	1.5	2.3	1.3

*Data were invalid or missing for six program students.

- Program students averaged 7.6 years of schooling in their native country and 2.3 years in the United States.

III. FINDINGS

The evaluation findings for the 1986-87 academic year include objectives measurable by standardized tests and those assessable by an examination of program material and records, site visits, interviews with school personnel, and questionnaires. In the following section, findings are presented by the instructional and non-instructional objectives proposed to and accepted by the Office of Bilingual Education and Minority Languages Affairs of the United States Department of Education.

ENGLISH AS A SECOND LANGUAGE

-- As a result of participating in the program, students will master an average of one objective per twenty days of instruction on the Criterion Referenced English Syntax Test (CREST).

Ccurse Offerings

At every site, E.S.L. reading and writing courses were offered at beginning, intermediate, advanced, and transitional levels. LEP students at South Shore attended two daily periods of E.S.L. at the beginning through the advanced levels. Students at F.D.R. attended one period of E.S.L. writing and one period of E.S.L. reading at every level. F.D.R. also offered a class in E.S.L. reading, writing, listening, and speaking to mainstream students who scored below the twenty-first percentile on the LAB. In response to a July 1986 memorandum from the Board of Education's Division of High Schools, Sheepshead Bay offered three periods per day of beginning and intermediate E.S.L. At the beginning level, instruction took the form of a two-period

standard E.S.L. class followed by a third period emphasizing reading and writing skills.

Classroom Observations

A member of the evaluation team observed E.S.L. classes at all levels of instruction at the three schools. All classes contained a mix of Asian, Hispanic, Haitian, Russian, and Middle Eastern students, and all were conducted entirely in English.

South Shore

Eleven students participated in the beginning-level E.S.L. class observed at South Shore, and two more students worked on individual assignments with a paraprofessional in the back of the classroom. The aim of the first part of the lesson was for students to learn to use the auxiliary verbs "has" and "have." The teacher supplied the personal pronoun and main verb orally and called upon students to provide the correct form of the auxiliary verb.

For the second part of the lesson, the teacher distributed a handout featuring items of furniture commonly found in a living room. The teacher asked the students to write the correct name in the space beneath each item and then called upon individual students to supply the correct answer verbally. Following this exercise, the teacher asked students to write five sentences describing the living room furniture in their own homes. While the students wrote, the teacher went from desk to desk helping students. After this exercise was completed, the students read

their sentences aloud and errors were corrected.

The topic of the intermediate-level E.S.L. class observed at this site was the quality and popularity of fast-food restaurants. The lesson included practice of reading, writing, speaking, and listening skills. As the class began, all of the 19 students in attendance were busy writing the answers to questions from their text, Insights and Ideas. When they finished, the teacher called upon individual students to read their responses aloud, while one student wrote the answers on the blackboard. The teacher urged the students to speak loudly and clearly. The students appeared to be enjoying themselves, and many hands were raised to volunteer answers.

Both of the classrooms observed at this site were colorfully decorated -- the first with posters displaying grammatical rules and examples of antonyms, synonyms, homonyms, and punctuation marks, the second with colorful posters of Asian, European, and Caribbean countries.

Sheepshead Bay

The second half of a double-period, intermediate-level E.S.L. class was observed at Sheepshead Bay. In addition to the teacher, eight students and a paraprofessional were present. The class was reading a short paragraph on Chinese cuisine from their text, Pathways to English. The teacher read each sentence aloud and then asked the students to repeat it. After all of the sentences had been read, the teacher called upon individual students to read each sentence and answer one or two questions. All of those

chosen could correctly read their sentences and answer the teacher's questions.

The students then were asked to give written answers to questions contained in their texts. As they worked, the paraprofessional and the teacher went from desk to desk checking answers. Afterward, students were called upon to write their answers on the blackboard and the teacher corrected their work.

When this portion of the lesson was completed, the students were asked to question each other about their favorite sport, television program, food, and academic subject. The students enjoyed this very much, and there was a great deal of laughter, particularly when one Chinese student was asked if he had ever tasted Chinese food. Throughout the lesson, the students demonstrated a good level of English ability. In an interview held after the class, the teacher stated that some of these students would be entering the mainstream at the end of the semester.

F.D.R.

Two beginning- and one intermediate-level E.S.L. classes were observed at F.D.R. The first beginning-level class contained students who had entered the school during the spring semester and students who had failed the course in the fall. Twenty students were present on the day a member of the evaluation team visited. The aim of the class was for students to learn the names of colors. The teacher held up sheets of colored paper and called upon the students to correctly name the color of each. She

then asked them to describe the colors of their clothing and that of their classmates. During the course of this exercise, the teacher introduced new words, such as "checks" and "stripes," and wrote them on the blackboard.

For the rest of the lesson, the students took turns acting out a skit, which contained fill-ins, from their textbook. The subject was "A Trip to the Store." The teacher gave all of the students a chance to read a part and provide the appropriate fill-in.

Twenty-seven students attended the second beginning-level class that was observed. The topic of the lesson, "What do you like to eat?" was written on the blackboard. To begin the lesson, the students corrected a series of defective sentences that the teacher had written on the blackboard. She then called upon individual students to go to the board and correct the errors in each sentence.

After this exercise was completed, the teacher held up artificial fruits and vegetables and asked the students to identify each item and say whether or not they liked it. She made sure that the students responded in complete sentences. She also made sure to define all new words and write them on the blackboard. The students seemed to enjoy the class.

The aim of the intermediate-level E.S.L. class was to learn "How can we interview our classmates?" The teacher asked the students to make believe they were journalists and think up questions to ask each other during the course of an interview.

Many students volunteered questions, which the teacher listed on the blackboard. She made sure to call upon students who did not volunteer to participate. As in the previous class, she defined and wrote new words, such as "hobby" and "reporter" on the blackboard.

Student Achievement

The assessment instrument used to evaluate the proposed objective in this area was the Criterion Referenced English Syntax Test (CREST).* The CREST was administered at the beginning and the end of the spring semester. A mastery score to indicate gains was computed for each student by calculating the difference between pretest and posttest. The number of months of instruction between testings was computed for each student by multiplying the number of months between testings by the student's attendance rate. The number of skills mastered per month was calculated by dividing the mean mastery by the mean number of months of instruction between testings.

Table 4 presents the CREST results for students who were pretested and posttested at the same level. (Tables presenting

*The Criterion Referenced English Syntax Test (CREST) was developed by the Board of Education of the City of New York to measure mastery of the instructional objectives of the E.S.L. curriculum, and thus was constructed to maximize content validity. The test contains four items per curricular objective, and mastery of an objective is achieved when three of these items are answered correctly. The test measures mastery of 25 objectives at Levels 1 and 2, and 15 objectives at Level 3. The Kuder-Richardson Reliability Estimates for pretest and posttest administrations of the three levels of the CREST are: Level 1, pretest (.91)/posttest (.96); Level 2, pretest (.94)/posttest (.95); Level 3, pretest (.91)/posttest (.91).

the CREST achievement by students at each participating school are included as Appendix C.) Of the students who were reported to be taking E.S.L. classes (Levels 1, 2 and 3), complete data (levels, pretest score, and posttest score) were available for 326.

An examination of Table 4 reveals that the objective was achieved: overall, students mastered one CREST skill per month of instruction. Students tested at Levels 1 and 2 mastered more than one CREST skill per month; while, students tested at Level 3 had a lower performance rate (0.7 CREST skills mastered per month) than those tested at lower levels, partly because mastery of objectives takes longer at that level.

TABLE 4

Results of the Criterion Referenced English Syntax Test

Test Level	Number of Students	PRETEST Mean	PRETEST S.D.	POSTTEST Mean	POSTTEST S.D.	MASTERY Mean	MASTERY S.D.	Mean Mastery Per Month
				SPRING				
1	72	10.1	6.9	14.4	7.6	4.3	3.5	1.4
2	110	13.7	7.4	16.9	7.3	3.2	3.2	1.1
3	144	8.7	4.0	10.8	4.0	2.1	2.1	0.7
TOTAL	326	10.7	6.4	13.6	6.7	2.9	3.0	1.0

•Overall, the proposed objective was met; students mastered one CREST skill per month of instruction.

NATIVE LANGUAGE ARTS

-- At least 70 percent of the students will score at or above the passing criterion in native language arts courses each semester/year.

Course Offerings

At South Shore and Sheepshead Bay, N.L.A. instruction was offered to Haitian students for five daily periods per week. Monday through Thursday classes were devoted to French, while the Friday class focused on Haitian Creole language and literature. South Shore also offered foreign languages in Spanish, French, Italian, and, on an independent study basis, Russian. Sheepshead Bay offered Spanish, French, and Chinese as native languages. Spanish and French, as well as Italian, also were offered as foreign languages.

F.D.R. offered N.L.A. classes in Spanish (elementary/intermediate, and advanced), Hebrew (advanced), and Russian (elementary and advanced), and foreign language classes in Italian, French, Hebrew, Russian, and Spanish. In response to the growing number of Chinese-speaking students enrolling at the school, F.D.R. planned to offer three levels of Chinese N.L.A. beginning in September 1987.

Classroom Observations

The N.L.A. class observed at South Shore featured a lecture by a Haitian Creole-speaking physician from a nearby hospital. A former student and teacher at the school, he had previously spoken to the students about careers in medicine. The topic of the day's address was sexually transmitted diseases, including AIDS.

During the presentation, which was entirely in Haitian Creole, the speaker referred to three-dimensional models of the female and male reproductive systems. The students listened intently and asked many questions. The speaker had excellent rapport with the students, which was essential because of the topic's sensitive nature.

When interviewed after class, the teacher, a native Haitian Creole speaker with a French license, said that students' French and English skills were "mixed." Concerning French, she said that while most had good oral but poor reading and writing skills, several had entered the class with advanced skills in all areas. With regard to English skills, she said that while the majority of students were at the intermediate level of E.S.L., newer arrivals, as might be expected, had extremely limited knowledge.

Twenty-two Haitian students were present in the N.L.A. French class observed at Sheepshead Bay. The class was taught by a Haitian teacher who was licensed in mathematics and who also taught bilingual math and social studies courses. The lesson's aim was to learn the rules of agreement for past participles. The teacher wrote the aim, the relevant rules, and several sentences containing correctly used past participles on the blackboard.

After reviewing this material, the teacher wrote several sentences containing the infinitive in parentheses on the board. He then called students to the board to write in the correct verb forms and to justify their answers. Most of the students

appeared interested in the lesson, and several raised their hands to answer or ask questions. The students spoke to the teacher in French. The teacher made sure to call on students who were not participating, and was quite effective in disciplining students who became disruptive. Before the class ended, the students were given a handout containing similar exercises for homework.

Student Achievement

Teacher-made tests were used to evaluate the result in this area. The results are presented in Table 5. An examination of the table reveals that overall, 80 percent of the students passed their native language arts courses, exceeding the proposed objective by ten percentage points. However, performance varied by site. At South Shore and Sheepshead Bay, the criterion was surpassed, while at F.D.R. only 59 percent passed.

TABLE 5

Passing Rates in Native Language Arts Courses, By Site

	SPRING	
School	Number of Students	Percent Passing
South Shore	42	85.1
Sheepshead Bay	45	95.6
F.D.R.	44	59.1
TOTAL	131	80.0

- Overall, the native language arts objective was met; 80 percent of the students passed their native language arts courses.

CONTENT-AREA SUBJECTS

-- At least 70 percent of the students will score at or above the passing criterion in subject-area classes each semester.

At South Shore, American history, biology, and global studies were taught bilingually (French/Haitian Creole) and via E.S.L., while fundamentals of mathematics and hygiene were taught only via E.S.L.

At Sheepshead Bay, Chinese and Haitian students could enroll in mathematics and global history classes taught in their native languages, while LEP students from other language backgrounds were offered science, social studies, health education, and typing classes in an E.S.L. format.

F.D.R. offered fundamentals of mathematics, general science, biology, chemistry, global studies, United States government, and United States history in an E.S.L. format. General science, biology, global studies, United States government, and economics were offered bilingually (Spanish). F.D.R. also planned to offer bilingual general science, biology, global studies, United States government, United States history, and economics to Chinese-speaking students starting in September.

Classroom Observations

A member of the evaluation team observed content-area courses in mathematics, science, and social studies at the three sites.

Mathematics. Twenty-one Haitian students were present in the mathematics class observed at Sheepshead Bay. The class was

taught by the teacher of the N.L.A. class that was described above. The aim of the lesson, "How to Solve Equations With One Unknown," had been written on the blackboard in English. While the students worked on the "do now" exercise -- finding the solutions to two problems -- the teacher wrote several additional problems on the blackboard. When the first exercise was completed, the teacher explained their solutions in Haitian Creole. Most of the students appeared to be interested in the presentation, and a few asked questions about the procedure.

The teacher then assigned students to solve each of the problems he had written on the blackboard. All but one solved the assigned problem correctly. The teacher lectured in Haitian Creole, while all the written materials were in English.

Twenty-three LEP students from various linguistic backgrounds attended the mathematics class observed at F.D.R. The class, one of several courses designed specifically for foreign students, was taught entirely in English. The aim of the lesson was to teach students the three ways of writing ratios and how to reduce fractions to their lowest terms. The teacher wrote several problems on the blackboard, and the students tried to solve them in their notebooks. All of the students were involved in the lesson and appeared eager to be called upon to write their answers on the blackboard.

Science. The general science class observed at F.D.R. also was for foreign students. Like the math class, it was taught using an E.S.L. approach. The topic of the day's lesson was "How

do some animals replace lost parts?" During the lecture on regeneration, the teacher referred to a desiccated starfish, a giant lobster claw, and an artificial lobster. She verbally defined each new word, wrote it on the blackboard, and had the class repeat it aloud. In some instances the students also were asked to give the names of the animals and parts of animals in their native languages. The students appeared to enjoy this part of the lesson and there was much laughter as they compared the names in their native languages with their English equivalents.

A biology class for native Spanish speakers also was observed at F.D.R. The aim of the class was to learn the difference between phenotype and genotype. Eighteen students were present. The aim and new terms both were written on the blackboard in English. At the beginning of the class the students were solving problems on genetic inheritance. The teacher then called on students to write their genetic "keys" on the board. During the ensuing discussion, the teacher used both English and Spanish to define terms, explain concepts, and ask questions. The students also used both languages interchangeably, and they appeared to enjoy the class and the subject matter.

A bilingual general science class was observed at South Shore. The class was taught in English and French/Haitian Creole by the teacher of the N.L.A. class that was observed at this site. Twenty Haitian students were present. The students were completing a laboratory exercise on the body's immune system from an English text, Biology and Human Progress, by Charles Tazin. As

the students worked, the teacher moved around the room, checking their work and helping with individual problems. When the exercise was completed, the teacher called upon one student to read each question aloud and upon another to answer it. Many students raised their hands to volunteer, and all the answers were given in English. The teacher wrote the correct response on the blackboard in English and reviewed it in Haitian Creole to make sure that all the students understood the point under discussion. The teacher had excellent rapport with the students; whenever a few began to talk among themselves, she quickly returned them to the task at hand.

In an interview held after the class, the teacher said that most of the students tried very hard to succeed in the class and that using the native language helped them make more rapid progress. She felt that most of the students would be able to enter mainstream science classes in the fall.

Social Studies. Twenty-nine LEP students from various language groups were present in the social studies class taught with an E.S.L. approach, which was observed at South Shore. The teacher called upon the students to answer the following question, which had been written on the blackboard in English: "Why do new immigrants have problems in the United States?" The teacher wrote each answer, e.g., "language barrier" and "cultural differences," on the blackboard. He then spoke about his family's experiences as immigrants and his own experiences living in India. During his talk, he referred to several maps posted on the walls.

The students eagerly joined in the discussion and seemed to enjoy the class. Many volunteered examples of how their native cultural traditions differed from those of the United States.

The topic of the bilingual social studies class observed at Sheepshead Bay was an introduction to Africa. The class was taught by the Haitian teacher who has been mentioned several times above. It contained 23 students. The "do now" exercise, written on the blackboard in English, asked students to list the things they associated with Africa. Their answers, such as "apartheid," "disease," "starvation," and "natural resources," led to a lively discussion involving most of the members of the class. The teacher spoke to the students in both English and Haitian Creole, while the students used Haitian Creole almost exclusively. As in the mathematics class discussed above, all of the written materials used in the class were in English.

Eighteen students were present in the social studies class for foreign students observed at F.D.R. Most of the students were of East Asian, Indian, Israeli, or Polish background. At the beginning of the class, the trilingual teacher (English, Spanish, and Mandarin) distributed a map of the world to each student. He asked the students to look at the map and identify the lakes, rivers, mountains, and seas of Asia. Many students raised their hands to contribute a response. The teacher made sure to write and define on the blackboard new terms, such as "plain," "desert," and "peninsula." The teacher also translated several other words for a newly arrived Chinese-speaking student.

According to the site coordinator, this teacher will be teaching in the Chinese bilingual program due to start at F.D.R. in September.

In an American history class for foreign students observed at the same site, the students were working on an assignment from their text. Thirty-two students from several different ethnic groups were present. While the students were working, the teacher called each student to his desk to review and grade a homework assignment. During his review, the teacher was overheard explaining new vocabulary and correcting spelling errors. By questioning the students, he also learned that many, particularly those with weak English skills, were having family members do their homework for them. He urged the class to try to do homework on their own. Only one student did not hand in the assignment.

Finally, an economics class taught entirely in Spanish was observed at F.D.R. According to the site coordinator, although most of the 22 students present in the class had good Spanish skills, the impossibility of providing classes solely on the basis of language ability meant that some students with deficient Spanish skills had to be included in the class. The topic of the day's lesson, "What jobs will be available in the future?" was written on the blackboard in Spanish, as was the handout from which the students were reading. All of the students appeared involved in the lesson, and many eagerly discussed the skills needed for success in the future.

Student Achievement

Table 6 presents students' passing rates in mathematics, science, and social studies. Overall, the proposed 70 percent passing rate was achieved only in social studies. When examined by site, the proposed criterion was met by students in mathematics and social studies at South Shore, and in science and social studies at Sheepshead Bay. At F.D.R., the objective was not met in any subject.

TABLE 6

Passing Rates in Content-Area Subjects

School	Content Area	Number of Students	Percent Passing
South Shore	Math	77	74.0
	Science	52	67.0
	Social Studies	79	92.4
	TOTAL		79.3
Sheepshead Bay	Math	99	66.7
	Science	74	87.8
	Social Studies	86	84.9
	TOTAL		78.8
F.D.R.	Math	136	36.0
	Science	123	45.5
	Social Studies	136	55.1
	TOTAL		45.6
TOTAL	Math	312	55.1
	Science	249	62.7
	Social Studies	301	73.4
	TOTAL		63.7

• Overall, the program objective was met in social studies.

BUSINESS AND VOCATIONAL SUBJECTS

--Students participating in the program will score at or above the passing criterion in computer skills and/or vocational courses at a rate that is greater than that of similar non-program students.

--At least 70 percent of students will score at or above the passing criterion in computer skills and/or vocational courses each semester/year.

Course Offerings

Each school offered a full range of business education and industrial arts courses conducted in English. These included computer literacy, typing, office machines, accounting, keyboarding, auto mechanics, wood shop, metal shop, and drafting. Only 159 students of BRIDGES' 346 students enrolled in these courses.

Classroom Observation

Sixteen students were present in the typing class for foreign students observed at F.D.R. The room contained Sharp and IBM typewriters, and a chart of the keyboard was posted on the wall. The teacher spoke entirely in English as she presented the new vocabulary for the day's lesson, such as "indexing," "surname," and "initials." The aim of the lesson was to review how to file. The teacher called out a series of fictitious names and asked students to file them alphabetically. Many hands were raised to give the answer, but the teacher also called upon students who did not volunteer. Most of the students appeared to understand the lesson and most could answer the teacher's questions.

Student Achievement

To assess the first objective in this area, the passing rates of BRIDGES students in computer skills and vocational courses were compared with those of mainstream students at each site. Examination of Table 7 reveals that the passing rate of program students exceeded that of mainstream students only at South Shore. (Data were not available for mainstream students at F.D.R.)

TABLE 7

Passing Rates for Program and Mainstream Students in Computer Skills and Vocational Courses

SPRING

School	BILINGUAL PROGRAM Number of Students	BILINGUAL PROGRAM Percent Passing	MAINSTREAM CLASSES Percent Passing
South Shore	70	84.3	72.0
Sheepshead Bay	48	58.3	76.2
F.D.R.	48	62.5	

- The objective that students would achieve higher passing rates than their mainstream counterparts was achieved only at South Shore.

47
46

The second objective in this area was achieved. BRIDGES students' overall passing rate in computer skills and vocational courses was 68 percent. A z-test* was performed to determine whether the difference in two independent proportions is greater than can be expected from chance variation. The test results revealed that the students' passing rate and the proposed criterion (70 percent) were not significantly different ($z = -.58$). Thus, the proposed objective was achieved.

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*Bruning, J.L. and Kintz, B.L., Computational Handbook of Statistics, (Glenview, Illinois: Scott, Foresman and Company, 1968).

AFFECTIVE DOMAIN

--Program students will have a significantly lower dropout rate than mainstream students.

--As a result of participating in the program, students' attendance will be significantly higher than the attendance of mainstream students.

To prevent student attrition and promote better attendance, the project's non-instructional component incorporated a number of supportive strategies, including academic guidance, personal counseling, career education, tutoring, and extracurricular activities. (A detailed listing of all the support services offered to project students is included as Appendix D.)

Guidance and Counseling

Although BRIDGES students received all the guidance and counseling services regularly provided at each school, project staff at all three sites mentioned that because they usually spoke BRIDGES' students' native languages the students tended to approach them rather than mainstream personnel. If no staff members spoke a student's native language, peers from the mainstream were called upon to translate. This makeshift arrangement was used especially at South Shore, which had Chinese-speaking LEP students and no Chinese-speaking staff.

At each site, project personnel implemented a variety of support services to help students overcome adjustment difficulties. For example, South Shore initiated a "big brother/big sister" program in which more experienced students

were paired with incoming students of the same ethnic background. At F.D.R., Korean students benefited from a "buddy system" in which students already enrolled in the project helped orient new students. And at Sheepshead Bay, the Haitian teacher was in frequent contact with students' families and made home visits to discuss academic or discipline problems.

In his capacity as a bilingual school psychologist, the project director worked with project and teaching staff at each site to identify potential participants and plan students' programs. He also met weekly with guidance personnel at each school to develop strategies for counseling individual students. As a result of his efforts, one guidance counselor was assigned to serve all the LEP students at F.D.R. In addition, at Sheepshead Bay, one guidance counselor was paired with the BRIDGES site coordinator to provide support services for all project students. According to the Sheepshead Bay coordinator, the school administration and staff were very receptive to this new arrangement.

Career Education

In addition to counseling individual students on career-related issues, the resource teacher at South Shore organized a guest-speaker program featuring representatives from business and health-related professions. He also introduced eleventh-grade students to Metro-Guide, a computerized career-education tool developed by the New York City Board of Education. And, together with a mainstream history teacher, he organized a project to

familiarize Haitian students with the school's library services.

Sixty students from F.D.R. attended the Seventh Annual Bilingual Career Day at Kingsborough Community College in May. This event assembled representatives from the public and private sectors to speak to bilingual students about career opportunities.

Tutoring

Tutoring was provided by BRIDGES staff members on an as-needed basis. At South Shore, BRIDGES staff inaugurated a peer-tutoring program that paired eleventh and twelfth graders with ninth graders of the same sex and ethnic background. The students were excused from their regularly scheduled classes for this purpose (see Appendix E). In addition, the resource teacher at South Shore tutored students in all subject areas on an individual or small-group basis during their free periods.

At Sheepshead Bay, students participated in an after-school tutoring program and received help from mainstream students and teachers.

At F.D.R., BRIDGES students could attend small-group tutoring sessions in English-language skills conducted by a P.C.E.N.-funded paraprofessional in the project office. Plans also were underway to organize a peer-tutoring program at this site. In addition, Chinese-speaking students received individual assistance from the site coordinator. His spring schedule included tutoring sessions in mathematics for three students; in social studies for one student; and in English for one student.

Extracurricular Activities

At South Shore, the project's resource teacher served as faculty advisor for two student publications -- Stepping Stone and Soley (a French/Haitian Creole magazine).

At Sheepshead Bay, the Haitian teacher organized a Haitian club which met once a week. The site coordinator also served as faculty advisor to a club for Korean students.

At F.D.R., Spanish and Korean clubs were scheduled to meet once a week after regular school hours, and the site coordinator was planning to organize a club for Chinese-speaking students that would include educational trips to introduce students to American culture. Project students also participated in the school's annual "International Festival and Circus" which offered both foreign- and U.S.-born students an opportunity to learn more about each other's native culture. F.D.R.'s foreign language department also sponsored a poster contest that was open to both project and mainstream students.

Attendance and Dropout Outcomes

Since the school's attendance rate includes program students, statistical significance of the difference between one proportion was determined through the application of a z-test* to determine whether the difference between one proportion (the program attendance rate) and a standard proportion (the school

*Bruning, J.L. and Kintz, B.L.; Computational Handbook of Statistics; (Glenview, Illinois: Scott Foresman, and Company, 1968).

attendance rate) is greater than can be expected by chance variation. The same z-test was applied to compare dropout rates.

Table 8 presents the attendance and dropout rates of program and mainstream students by site. Examination of the table indicates that the attendance rates for program students at Sheepshead Bay and South Shore were significantly higher than the schoolwide rates, while the attendance rate of program students at F.D.R. was one percentage point higher than the schoolwide rate, which was not significantly higher. Thus the objective that program students' attendance rate would be significantly higher than that of mainstream students was met at two of three sites.

According to data supplied by the program, no BRIDGES student dropped out during the spring semester at any site. The z-test results, indicate that the dropout rates of program students at South Shore and F.D.R. were significantly lower than the schoolwide rates. Sheepshead Bay had such a low schoolwide dropout rate (2 percent) that the dropout rate of BRIDGES students was not significantly lower than the schoolwide rate. Thus, the objective was met at two of three sites.

TABLE 8

Attendance and Dropout Rates for Program and Mainstream Students

Attendance Rate

School	Program Number of Students	Program Rate	Mainstream Rate	z-test
Sheepshead Bay	112	92.5	83.4	2.60*
F.D.R.	140	85.2	84.1	0.39
South Shore	94	92.6	85.3	1.99*

Dropout Rate

School	Program Number of Students	Program Rate	Mainstream Rate	z-test
Sheepshead Bay	112	0	2.0	-1.51
F.D.R.	140	0	4.5	-2.59*
South Shore	94	0	4.0	1.98*

*Statistically significant at the .05 level.

CURRICULUM DEVELOPMENT

--By the conclusion of the first year of funding, three bilingual student guides will be developed to: introduce students to high school education in New York; assist families in securing housing, health care, and employment; and introduce students to budgeting and using money, including banking and consumer education.

According to the project director, the three proposed student guides were to have been developed during the summer of 1987, and therefore were not available for review when the evaluation was conducted. During the academic year, the project's resource teacher/curriculum specialist, who was in frequent communication with the Haitian teachers at South Shore and Sheepshead Bay, identified materials for use in Haitian Creole classes. He also developed a Haitian Creole literature course and translated R.C.T. preparation materials for Haitian students who had been unable to pass this examination.

BRIDGES' staff at F.D.R. adapted the school's vocational handbook for use in advanced and transitional E.S.L. classes and they developed an alternative E.S.L. reading course, designed to reinforce LEP students' reading skills. This course was scheduled to begin in September 1987. In addition, BRIDGES staff at F.D.R. were developing a curriculum for an "everyday math" course that was to be taught with an E.S.L. approach.

STAFF DEVELOPMENT

The project director met with the entire BRIDGES staff once a month, and he visited Sheepshead Bay and F.D.R. once a week. In addition, he attended five workshops on issues related to the

education of LEP students, sponsored by the New York Multifunctional Resource Center at Teachers College; a Title VII project directors' conference; and project-related meetings at the Office of Bilingual Education (O.B.E.) and the Office of Educational Assessment of the Board of Education.

The site coordinators also participated in school-sponsored staff development activities, as well as extramural meetings. At Sheepshead Bay, the BRIDGES coordinator attended monthly meetings of the foreign language department and two in-school workshops on computer use in language learning. She also attended a conference on Spanish culture sponsored by Baruch College, and two meetings of the American Association of Teachers of Spanish.

The Title VII staff at F.D.R. attended all meetings of the school's foreign language department. Topics discussed in the fall included: bilingual courses and classes for non-English-speaking students, computer-assisted E.S.L. instruction, the computer as a stimulus to writing, the problems of foreign students, and the use of VCR equipment in the classroom. Topics discussed in the spring included: implications of the Regents Action Plan for the instruction of LEP students, Regents examinations and alternative testing for LEP students, and content-area instruction for LEP students. Members of the BRIDGES staff at F.D.R. also attended a workshop on E.S.L./content-area instruction at William Cullen Bryant High School, a literacy-profile conference at Kingsborough Community College, and a

conference on LAB testing at the Office of Bilingual Education.

Several BRIDGES staff members and classroom teachers enrolled in project-related university courses whose tuition was paid by Title VII funds. The project director attended two courses in the fall and three courses in the spring at Columbia University; the coordinator at Sheepshead Bay attended one course in the spring at Queens College; the project secretary attended Fordham University and Kingsborough Community College; and two E.S.L. teachers at South Shore, one E.S.L. teacher at F.D.R., and the Haitian teacher at Sheepshead Bay attended courses at Brooklyn, Hunter, and City Colleges of the City University of New York, and at Fordham and Adelphi Universities. Finally, the project director was planning to take a course at Teachers College during the summer months. (A listing of the university courses taken by BRIDGES staff appears as Appendix F.)

PARENTAL INVOLVEMENT

At South Shore, a letter written in Haitian Creole was mailed to the parents of Haitian project students describing the program (see Appendix G). According to the project director, a parental advisory committee was established at this site and met three times. The topics discussed at these meetings were: the implementation of the program (October 29, 1986); student performance (January 28, 1987); and the tutoring program and college and career advisement (March 24, 1987). The resource teacher also contacted several parents by telephone in an attempt

to raise the level of attendance; however, only one parent attended the subsequent meeting.

As mentioned above, the Haitian teacher at Sheepshead Bay made home visits when necessary. He reported that very few parents were in touch with the school and most did not attend school-sponsored events. He believed that the low level of attendance was due to reluctance to travel at night and work or family responsibilities. The site coordinator also met individually with students' parents on an as-needed basis. Whenever necessary, she referred parents to community and social welfare agencies.

At F.D.R., the BRIDGES staff sent a letter in Spanish to students' parents to announce the school's College and Career Night, which was held on April 1. Parents also were invited to attend the school's international festival and circus held in May, the Seventh Annual Bilingual Career Day at Kingsborough Community College, and the "Senior Awards Night" to honor graduating students. Unfortunately, attendance at these events was low. The site coordinator attributed this to the fact that many parents held two jobs and could not attend school meetings.

IV. CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS

Since Project BRIDGES' funding did not begin until October 1986, the fall semester was devoted to start-up activities: staff members were hired and trained; office space and material resources were assigned at each site; and eligible students were identified. By the spring semester, BRIDGES was fully implemented at all three sites.

A review of student achievement, attendance, and dropout data indicates that:

- Students mastered an average of one CREST skill per month of instruction, thus meeting the program objective.
- Eighty percent of the students enrolled in N.L.A. classes passed, thus meeting the program objective.
- Seventy percent of the students enrolled passed courses in social studies, but not in math or science. The 70 percent criterion was not met in any content area at F.D.R.
- Seventy percent of the students enrolled in computer skills and vocational courses passed, thus meeting the program objective.
- Project students achieved a higher passing rate than mainstream students in computer skills and vocational courses at South Shore, but not at Sheepshead Bay. Since data on mainstream students' passing rates were not available for F.D.R., the objective could not be assessed at this site.
- The attendance rate of project students was significantly higher than that of mainstream students at Sheepshead Bay and South Shore, but not at F.D.R.

- Although no project students dropped out, the dropout rate of project students was significantly lower than that of mainstream students at F.D.R. and South Shore, but not at Sheepshead Bay, which had a two percent dropout rate.

BRIDGES' non-instructional component included a variety of project-developed, as well as schoolwide, support services; intramural and extramural staff development activities; curriculum development activities; and parental involvement activities. BRIDGES' students received all the guidance and counseling services regularly provided at each school, and generally there were staff who could speak their native languages. Although the South Shore site lacked any Chinese-speaking staff members, Chinese-speaking students from mainstream classes were used to translate. In the area of career education, the resource teacher at South Shore organized a guest-speaker program.

It was clear to the evaluation team that at all sites the Title VII staff had excellent rapport with the students. During several evaluation visits, BRIDGES students frequently were observed meeting informally with staff members in the project offices and in the hallways to discuss a wide range of issues. In interviews with a member of the evaluation team, the site coordinators noted several instances in which participation in the project had helped students improve their self-image and academic performance.

The project was fortunate to have the full support of the administration and faculty at each site. In an interview held in April, the principal of South Shore spoke at length about the

benefits to mainstream as well as LEP students of the bilingual programs operating at her school. Specifically, she believed that the programs had been largely responsible for the low dropout and high attendance rates of LEP students. In addition, she noted that the existence of special content-area classes for LEP students meant that the progress of mainstream students was not hampered by the presence of LEP students. When asked what would happen when Title VII funding ended, the principal said that some project staff members might have to return to the classroom, and therefore would be unable to provide students with the same level of support service they currently were receiving.

RECOMMENDATIONS

The following recommendations are offered to improve the project as it enters its second year of operation:

- The Chinese-speaking coordinator from F.D.R. could help South Shore by providing some guidance and/or counseling services for Chinese students on a small-group basis.
- Since project students at F.D.R. did not meet the performance objective in any of the content areas, the project director might consider meeting with faculty and project staff to explore the reasons for low achievement at this site and to develop a strategy to raise achievement levels.
- F.D.R. and James Madison, in addition to South Shore, should have career-oriented guest speakers. In this regard, the central office might consider scheduling guest speakers to visit two or three sites.
- Curricula and materials developed at each site should be shared with the other two sites, particularly curricula for subjects taught with an E.S.L. approach.
- Objectives for dropout and attendance rates should be reworded, so that expectations for project students are that they have equal or better rates than mainstream students.

V. APPENDICES

APPENDIX A

South Shore

Staff Characteristics: Professional and Paraprofessional Staffs

Title/Function	Percent Time in Each Function	Education (Degrees)	Is person licensed or certified for this title/function? (Y/N/NA)	Total Yrs. Experience Education	Years Relevant Experience Bilingual/E.S.L./ Foreign Language
Project Director	100%	M.S. School Psychology P.D. Ed. Admin. M.S.Sci. Ed.	Yes	9	9
Bilingual Teacher	100%	M.S. Bilingual Ed.	Yes	7	7
ESL Teacher	100%	M.A. Linguistics	Yes	9	9
ESL Teacher	100%	M.A. ESL	Yes	17	9
ESL Teacher	100%	M.S. ESL	Yes	2	2
ESL Content Area Science	20%	M.A. Science	Yes	20	3
ESL Content Area Soc. Studies	20%	Ph.D.	Yes	20	1

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Sheepshead Bay

Staff Characteristics: Professional and Paraprofessional Staffs

Title/Function	Percent Time in Each Function	Education (Degrees)	Is person licensed or certified for this title/function? (Y/N/NA)	Total Yrs. Experience Education	Years Relevant Experience Bilingual/E.S.L./ Foreign Language
Title VII Project Coordinator	80	BA, MA	Y	23	23
Teacher of ESL	100	BA	N	2	2
Teacher of ESL	100	BA, MA	Y	16	16
Teacher of ESL	80	BA	N	15	1
Bilingual Haitian Creole/Native	100	BS	Y	6	1
Native Spanish Teacher	20	BA	Y	2	2
Guidance Counselor	100	BA, MS, Prof. Diploma	Y	19	6
Teacher of ESL	100	BA	N	1	1
Para professional (BSEN)	100			13	2
Para professional (BSEN)	100	BS		18	6

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Staff Characteristics: Professional and Paraprofessional Staffs, page 1

Title/function	Percent Time in Each Function	Education (Degrees)	Is person licensed or certified for this title/function? (Y/N/NA)	Total Yrs. Experience Education	Years Relevant Experience Bilingual/E.S.L./ Foreign Language
BRIDGES Site Coordinator (FDR)	100	B.A+M.A Computer Sci.	N.A.	2	2
Bilingual (Span.) Soc. St. Teacher	40 Bi SS 60 LEP SS	B.A+MA, History Ph.D. (ABD)	Y	10	4
Bil. (Span.) Bio/Gen Sc. Teacher	40 Bi Bio 20 Bi GS	B.S, Biology	Y	3	3
ESL Teacher	100	B.A, English; MA, E.S.L	Y	7	6
ESL Teacher.	40	B.A. + M.A. French	N	30	10
ESL Teacher	100	B.A, A+ MA in prog. ESL	N	14	7
ESL Teacher	100	B.A, French; M.A, E.S.L	Y	15	15
ESL Teacher	80	B.A, French, M.A, French	Y	20	20

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Staff Characteristics: Professional and Paraprofessional Staffs, page 2

Title/function	Percent Time in Each Function	Education (Degrees)	Is person licensed or certified for this title/function? (Y/N/NA)	Total Yrs. Experience Education	Years Relevant Experience Bilingual/E.S.L./ Foreign Language
E.S.L. Teacher	100	B.A., M.A., + Ph.D. English	N	9	9
N.L.A. Spanish Teacher	60	B.A. + M.A., Spanish	Y	19	19
N.L.A. Spanish Teacher	20	B.A. Spanish, M.S. Business	Y	12	12
Paraprofessional	100	—	N.A.	19	7
Paraprofessional	100	—	N.A.	2	2

APPENDIX B

Courses Taken By Project Students

SOUTH SHORE

Ninth-Grade Chinese Student

Global History
Spanish
Sequential Math 1
Physical Education
E.S.L. Transitional
General Science 1
Band

Tenth-Grade Spanish Student

Keyboarding
Sequential Math 1
Dance
E.S.L. (Intermediate)
E.S.L. (Intermediate)
Comp. World Gov'ts.
Biology

Eleventh-Grade Haitian Student

Calligraphy
Sequential Math 1
Physical Conditioning
E.S.L. (Advanced)
E.S.L. (Advanced)
Comp. World Gov'ts.

Twelfth-Grade Haitian Student

Arts/Crafts
English Reading
Global History
Ceramics
Slimnastics
E.S.L. Transitional

SHEEPSHEAD BAY

Ninth-Grade Middle Eastern Student

Global History/E.S.L.
Body Building
English For Foreign Students (Intermediate)
E.S.L. (Intermediate)
E.S.L. (Intermediate)
Sequential Math
Science/E.S.L.

Ninth-Grade Haitian Student

E.S.L. (Intermediate)
E.S.L. (Intermediate)
English For Foreign Students (Intermediate)
N.L.A. French
History/Creole
Math/Creole
Physical Education

Tenth-Grade Haitian Student

Reading Through Typing
E.S.L. (Advanced)
Volleyball
N.L.A. French
English For Foreign Students (Advanced)
History/Creole
Math/Creole

Tenth-Grade Hispanic Student

Intro. Health Science
Business Math
Volleyball
English For Foreign Students (Advanced)
American Studies
E.S.L. (Advanced)
Biology

Eleventh-Grade Hispanic Student

N.L.A. Spanish
Wood Construction
English For Foreign Students (Beginning)
Science/E.S.L.
Body Building
E.S.L. (Beginning)
E.S.L. (Beginning)

Eleventh-Grade Haitian Stud.

Reading Through Typing
Biology
E.S.L. (Intermediate)
American Studies 2
Volleyball
Business Math
E.S.L. (Intermediate)
E.S.L. (Intermediate)

Twelfth-Grade Hispanic Student

Badminton/Paddle Ball
Computer Literacy
Basic Economics
American History
English For Foreign Students (Advanced)
E.S.L. (Advanced)
Music

Twelfth-Grade Korean Student

Wood Construction
Chemistry
E.S.L. (Transitional)
Art
E.S.L. (Transitional)
Body Building
Physical Education
Computer Programming

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Ninth-Grade Haitian Student

Math Fundamentals
Sports
E.S.L. Writing 4
E.S.L. Reading 4
Global Studies 2/E.S.L.
French
General Science 2

Ninth-Grade Hispanic Student

E.S.L. Writing 2
N.L.A. 4 (Spanish)
E.S.L. Reading 4
Spanish Bilingual Biology 2
Math Fundamentals
Spanish Bil. American Gov't.
Volleyball

Ninth-Grade Hispanic Student

Music
Spanish Bil. Global Studies 2
Spanish Bilingual Biology
Mathematics/E.S.L.
E.S.L. Reading 2
E.S.L. Writing 2
Handball

Ninth-Grade Chinese Student

Math Fundamentals
Typing/E.S.L.
General Science/E.S.L.
E.S.L. Writing 2
E.S.L. Reading 2
Global Studies/E.S.L.
Volleyball

APPENDIX C

Results of the Criterion Referenced English Syntax Test

South Shore

Test Level	Number Students	PRETEST Mean	PRETEST S.D.	POSTTEST Mean	POSTTEST S.D.	MASTERY Mean	MASTERY S.D.	Mean Mastery Per Month
				SPRING				
1	16	13.5	6.7	18.6	5.7	5.1	3.1	1.7
2	31	15.1	6.5	18.6	5.6	3.5	2.0	1.3
3	31	9.7	3.5	12.1	3.0	2.4	1.5	0.8
TOTAL	78	12.6	6.0	16.0	5.7	3.4	2.3	1.2

Results of the Criterion Referenced English Syntax Test

Sheepshead Bay

Test Level	Number of Students	PRETEST Mean	PRETEST S.D.	POSTTEST Mean	POSTTEST S.D.	MASTERY Mean	MASTERY S.D.	Mean Mastery Per Month
				SPRING				
1	17	12.4	5.7	17.5	6.6	5.1	3.0	1.8
2	28	19.2	4.5	21.8	3.4	2.6	2.0	0.9
3	65	9.9	3.0	11.9	2.5	2.0	1.8	0.7
TOTAL	110	12.6	5.6	15.2	5.6	2.6	2.3	0.9

Results of the Criterion Referenced English Syntax Test

F.D.R.

Test Level	Number of Students	PRETEST Mean	PRETEST S.D.	POSTTEST Mean	POSTTEST S.D.	MASTERY Mean	MASTERY S.D.	Mean Mastery Per Month
				SPRING				
1	39	7.7	6.7	11.2	7.4	3.5	3.8	1.2
2	51	10.0	7.1	13.2	7.8	3.2	4.2	1.0
3	48	6.4	4.5	8.5	5.2	2.1	2.6	0.7
TOTAL	138	8.1	6.3	11.0	7.1	2.9	3.6	0.9

APPENDIX D

South Shore

SUPPORT SERVICES

TYPE OF SERVICE	STAFF PERSON(S) RESPONSIBLE	FREQUENCY* OF SERVICE OFFERED	LANGUAGE IN WHICH SERVICE IS OFFERED
COUNSELING			
• ACADEMIC	Site Coordinator Project Director	Bi-monthly	English and native language
• PERSONAL	All Staff	Daily	English and native language
• CAREER ORIENTATION	Site Coordinator	Daily	English and native language
• COLLEGE ADVISEMENT	Site Coordinator College Advisor	Weekly	English and native language
• INDIVIDUAL METROGUIDE	Site Coordinator	Semesterly	English and native language
• GROUP	Site Coordinator Project Director	Weekly	English
REFERRALS			
• IN-SCHOOL	Site Coordinator	As needed	N/A
• OUT-OF-SCHOOL	Site Coordinator	As needed	N/A
CAREER/VOCATIONAL			
• PLACEMENTS	Site Coordinator	As needed	English
• TRAINING Guest Speakers		Bi-monthly	English
• LABORATORIES			
• CAREER INFUSION	ESL Teachers	Monthly	English
• ADVISEMENT	Site Coordinator	As needed	English and native language
TUTORING	Resource Teacher	Daily	English and native language

TYPE OF SERVICE	STAFF PERSON(S) RESPONSIBLE	FREQUENCY* OF SERVICE OFFERED	LANGUAGE IN WHICH SERVICE IS OFFERED
FAMILY CONTACTS			
•HOME VISITS	N/A		
•TELEPHONE	All Staff	As needed	English and native language
•MAIL	Site Coordinator	As needed	English and native language
•PROGRAM ACTIVITIES	Project Director	Semesterly	English and native language
•SCHOOL ACTIVITIES	Project Director Guidance Department	Semesterly	English
PARENT INVOLVEMENT			
•CLASSES	N/A		
•WORKSHOPS	N/A		
•ADVISORY COMMITTEE	Project Director	Bi-monthly	English and native language
OTHER: (Specify) Job Placement	Site Coordinator	As needed	English

Sheepshead Bay

SUPPORT SERVICES

TYPE OF SERVICE	STAFF PERSON(S) RESPONSIBLE	FREQUENCY* OF SERVICE OFFERED	LANGUAGE IN WHICH SERVICE IS OFFERED
COUNSELING • ACADEMIC	Guidance Counselor On Site Proj Coordinator	daily	English (Spanish)
• PERSONAL	Guidance Counselor On Site Proj Coordinator	daily	English (Spanish)
• CAREER ORIENTATION	Guidance Counselor P Coordinator	monthly	English
• COLLEGE ADVISEMENT	Guidance Counselor Proj Coordinator	bimonthly	English
• INDIVIDUAL	Guidance Counselor Proj Coordinator	daily	English
• GROUP	Proj Coordinator	bimonthly	English
REFERRALS • IN-SCHOOL	Guidance Counselor Proj Coordinator	bimonthly	English (Spanish)
• OUT-OF-SCHOOL	Guidance Counselor	bimonthly	English
CAREER/VOCATIONAL • PLACEMENTS	Guidance Counselor	some semesters	English
• TRAINING	Faculty		English
• LABORATORIES	Faculty		English
• CAREER INFUSION	Coop Director Faculty	some semesters	English
• ADVISEMENT	Guidance Counselor	some semesters	English
TUTORING	Faculty	Daily	English

Spanish Assistance

TYPE OF SERVICE	STAFF PERSON(S) RESPONSIBLE	FREQUENCY* OF SERVICE OFFERED	LANGUAGE IN WHICH SERVICE IS OFFERED
FAMILY CONTACTS ◦HOME VISITS	Haitian Creole teacher	monthly	Haitian Creole, French
◦TELEPHONE	Haitian Creole teacher, Proj. Coordinator	weekly	English, Haitian Créole, French ~~Spanish~~
◦MAIL	Proj Coordinator	bimonthly	English, French ~~Spanish~~
◦PROGRAM ACTIVITIES	Project Coordinator Guidance Counselor	semi semesterly	English
◦SCHOOL ACTIVITIES	Proj. Coordinator Guidance Counselor	bimonthly	English
PARENT INVOLVEMENT ◦CLASSES	Project Director Haitian Creole teacher	semi semesterly	English, French, ~~Spanish~~
◦WORKSHOPS	Project Director Haitian Creole teacher	semi semesterly	English, Haitian Creole, French
◦ADVISORY COMMITTEE			
OTHER: (Specify)			

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SUPPORT SERVICES

TYPE OF SERVICE	STAFF PERSON(S) RESPONSIBLE	FREQUENCY* OF SERVICE OFFERED	LANGUAGE IN WHICH SERVICE IS OFFERED
COUNSELING			
◦ ACADEMIC	Site Coordinator	as needed	English and native language
◦ PERSONAL	all staff	daily	English and native language
◦ CAREER ORIENTATION	Site coordinator	daily	English and native language
◦ COLLEGE ADVISEMENT	Site coordinator College advisor	as needed	English and native language
◦ INDIVIDUAL Throughout	Site coordinator	as needed	English and native language
◦ GROUP	Site coordinator	weekly	English
REFERRALS			
◦ IN-SCHOOL	Site coordinator	as needed	N.A.
◦ OUT-OF-SCHOOL	Site coordinator	as needed	N.A.
CAREER/VOCATIONAL			
◦ PLACEMENTS	Site coordinator	as needed	English
◦ TRAINING			
◦ LABORATORIES			
◦ CAREER INVISION	ESL teachers	monthly	English
◦ ADVISEMENT	Site coordinator	as needed	English and native language
TUTORING	Resource teacher	Daily	English and native language

TYPE OF SERVICE	STAFF PERSON(S) RESPONSIBLE	FREQUENCY* OF SERVICE OFFERED	LANGUAGE IN WHICH SERVICE IS OFFERED
FAMILY CONTACTS			
◦HOME VISITS	N.A.		
◦TELEPHONE	All staff	as needed	English and native language
◦MAIL	Site coordinator	as needed	English and native language
◦PROGRAM ACTIVITIES		Semesterly	English and native language
◦SCHOOL ACTIVITIES	Guidance Dept.	semesterly	English and native language
PARENT INVOLVEMENT			
◦CLASSES	N.A.		
◦WORKSHOPS	N.A.		
◦ADVISORY COMMITTEE		Bi-monthly	English and native language
OTHER: (Specify) Enrichment	Site coordinator	as needed	English

SOUTH SHORE HIGH SCHOOL
RINA STEMPEL, PRINCIPAL

BILINGUAL/ESL DEPARTMENT
A. BURSZTYN, PROJECT DIRECTOR

APPENDIX E

Date_____

Dear _____

_____ is a student in your class who is participating in a peer tutoring program. He/she will meet regularly with his/her peer on _____, period _____.

Please excuse this student's absence at these times. He/she will report to your class for attendance at the beginning of the period and will return at the end of the period to get the homework.

This student understands that he/she is responsible for all work missed during these periods. Should you plan a test or special activity that requires his/her attendance, please inform the student in advance.

Thank you for your cooperation.

Sincerely,

Alberto Bursztyn
Project Director
Bilingual Department

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APPENDIX F

FALL '86 SEMESTER

University Courses Attended by Staff (Professional and Paraprofessional)

List Staff Titles	Institution	Courses	Grade P/F/ Inc/NA	Total No. of Credits Taken	Applicability of Coursework to Program		
					Hardly	Somewhat	Very
Alberto Bursztyn, Project Director South Shore High School	Columbia University	1) Cognitive Development	P	3			X
		2) Proseminar in Social Psychology	P	3			X
Marie Spadaccini Grade Advisor South Shore High School	Long Island Univ.	1) Understanding Human Development	P	3			X
		2) Family Counseling in An Urban Setting	P	3			X
Janice Miglino, Secretary South Shore High School	Kingsborough Community College	1) Advanced Stenography	P	3			X
Olga Tune, Teacher South Shore High School	Brooklyn College	1) Strategies for Integrating Children With Handicapping Conditions Into the Educational Mainstream	P	3			

SPRING '87 SEMESTER

University Courses Attended by Staff (Professional and Paraprofessional)

List Staff Titles	Institution	Courses	Grade P/F/ Inc/NA	Total No. of Credits Taken	Applicability of Coursework to Program		
					Barely	Somewhat	Very
Alberto Bursztyn, Project Director South Shore High School	Columbia University	1) Review-Research/Counseling Psychology	P	3			X
		2) Psychotherapy Theory: Dynamic Approach	P	3			X
		3) Effectively Utilizing Cultural and Ethnic Difference in Counseling & Psychotherapy	P	3			X
Marie Spadaccini, Grade Advisor South Shore High School	Long Island Univ.	1) Practicum In Group Work I	P	3			X
		2) Diagnostic Tools for Measurement	P	3			X

SPRING '87 SEMESTER

University Courses Attended by Staff (Professional and Paraprofessional)

List Staff Titles	Institution	Courses	Grade P/F/ Inc/NA	Total No. of Credits Taken	Applicability of Coursework to Program		
					Hardly	Somewhat	Very
Charlotte Falkowsky, Site Coordinator	Queens College	1) Introduction to Bilingual/ Multicultural Education	P	3			X
Fritz Casseus, Teacher Sheepshead Bay High School	City College	1) Theories & Practices of Bilingual Education	P	3			X
		2) Education that is Multicultural	P	3			X
Janice Miglino, Secretary South Shore High School	Fordham University	1) Exceptional Youth in The Regular Classroom	P	3			
	Kingsborough Community College	1) The School Secretary II	P	2			X

SPRING '87 SEMESTER

University Courses Attended by Staff (Professional and Paraprofessional)

List Staff Titles	Institution	Courses	Grade P/F/ Inc/NA	Total No. of Credits Taken	Applicability of Coursework to Program		
					Hardly	Somewhat	Very
Olga Tune, Teacher							
South Shore High School	Fordham Univ.	1) Exceptional Youth In The					
		Regular Classroom	P	3			
	Adelphi Univ.	2) Teaching of Reading and					
		Study in the Secondary Schools	P	3			X
Ida Maryanovskaya, Teacher	Adelphi Univ.	1) Teaching of Reading and					
South Shore High School		Study in the Secondary Schools	P	3			X
		2) Treating Reading Problems of					
		Exceptional Learners	P	3			X
Nancy Croce, Teacher							
Franklin D. Roosevelt H.S.	Hunter College	1) Language and Culture	P	3			X

SUMMER '87 SEMESTER

University Courses Attended by Staff (Professional and Paraprofessional)

List Staff Titles	Institution	Courses	Grade P/F/ Inc/NA	Total No. of Credits Taken	Applicability of Coursework to Program		
					Hardly	Somewhat	Very
Alberto Bursztyn, Project Director South Shore High School	Teachers College	1) Probability and Statistical Inference		3			X

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APPENDIX G

PROJECT B.R.I.D.G.E.S.: Yon Nouvo Pwogram

Avi a tout paran apwopo Elèv k-ap patisipe nan pwogram lan

Chè Paran/Gadyen:

Depatman Bileng·lan chwazi pitit fi oubyen gason ou pou yon pwogram edikatyon k-ap fasilite li reyisi lekòl. Seleksyonman pitit ou te fèt sou youn nan kritè sa yo:

___X___ Konesans anglè li piti anpil (li resevwa mwens ke 20% nan test ki rele LAB la.

_____ Dosye akademik li ranpli ak fayit.

_____ Konesans lang matèrèl li pa ase (Kreyòl, Panyol, Chinwa eks.)

_____ Li trò aje pou klas li (plis ke 2 zan.)

Ou gen chwa pou ou mete pitit ou nan Project B.R.I D.G.E.S., yon pwogram federal. Nan pwogram sa a, anseyman fèt nan lang elèv yo, men nou ofri yo an mèm tan klas ki mete anpil aksan sou devlopman anglè yo. Epitou, Project B.R.I.D.G.E.S. ap mete aksan sou aspe pratik edikasyon elèv yo de mwayen pou yo gen plis chans jwenn yon dyòb lè yo fin gradye. N-ap voye zye sou elèv yo anpil demwayen ke, kou yo pare akademikman, kou yo kòmanse metrize anglè a, pou y-al nan yon pwogram regilye menm jan ak tout lòt elèv.

Si ou deside pa seleksyone Project B.R.I.D.G.E.S. pou pitit ou, ou gen dwa voye-l nan yon lòt lekòl ki ofri chwa sa yo:

1) ESL sèlman (Anglè kòm dezyèm lang.) Tout lòt matyè, pitit ou ap pran yo nan klas regilye. (Lwa Nouyòk di konsa tout elèv ki jwenn mwens ke 20% nan test LAB la sipoze pran kou ESL.)

2) Kou ESL,ak tout lot matyè enpòtan,pitit ou ap pran yo nan lang natif li.

Gen lòt chwa ou kab genyen tèlke yon pwogram kote pitit ou pran kou ESL sèlman jisk li vin gen ase anglè sou li ki kab pèmèt li swiv matyè regilye yo (syans, matematik, istwa eks.)